Nelson County Schools

Performance Evaluation for
Certified Staff

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TEACHER AND ADMINISTRATOR
PERFORMANCE EVALUATION

Revised November 2009

The complete Teacher and Administrator Performance Evaluation Policy Document for all Certified personnel is on file in each school, at the district office, is available on the district's web page, and on request to all employees or interested parties.

The Nelson County Schools do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provisions of services.

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Name of District.. **Nelson County**
Telephone Number...**(502) 349-7000**
Address ....**288 Wildcat Lane, Bardstown KY 40004**

Evaluation Plan Development Committee Facilitators
Dr. Janice O. Lantz .... Superintendent
Greg Hash ....Assistant Superintendent of Instruction (Elementary)
Mark Thomas .... Assistant Superintendent of Instruction (Secondary)

Evaluation Plan Development Committee Members
Gail Kamer ....Curriculum Resource Teacher
Evelyn Mayer..Curriculum Resource Teacher
Debbie Unger..Curriculum Resource Teacher
Clara Fulkerson...Curriculum Resource Teacher
Margaret Wheeler ....Curriculum Resource Teacher
Dana Hines ....Curriculum Resource Teacher
Shelly Tucker..Curriculum Resource Teacher
Anne Cox ....Elementary Teacher
Minnie Zurkuhlen ....Elementary Teacher
Jessica Hill ....Elementary Teacher
Amy Adams...Elementary Teacher
Melinda Monin .... K-8 Title I Teacher
Susan SantaCruz ....Elementary Guidance Counselor
Stephanie Clayton..Elementary Special Education Teacher
Bob Morris..Middle School Teacher
Mike Yaden ....Middle School Teacher
Lori Miller ....Middle School Teacher
Leonard Abell ....Middle School Teacher
Bill Bennett... High School Teacher
Laura Cornish .... High School Teacher
Jeannie Underwood .... High School Teacher
Debbie Parsons .... High School Teacher
Diana Williams .... High School Teacher
Michelle Gosser.. Horizons Teacher
Angie White.. High School Special Education Teacher
Donna Paulin .... Elementary Principal
Patrice Edelen .... Elementary Assistant Principal (Interim)
Tim Beck ....Elementary Principal (Interim)
Jan Lanham... Elementary Principal
Cindy Phelps... K-8 School Principal
Glenn Spalding ....Middle School Principal
Rodney Morgeson.. Middle School Assistant Principal
Ryan Clark..Middle School Principal
Curt Haun ....High School Principal
Beverly Henderson ....Special Education Director

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Nelson County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of every three years.

Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluations and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing regarding every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to the presence of the evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on December 15, 2009.

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

Guidelines for the Certified Evaluation Process
Nelson County Schools

KRS 156.101 requires that the Nelson County Board of Education establish a program for evaluation of all certified employees. The purposes of the evaluation system are to improve instruction, to insure a measure of performance accountability to citizens, to provide encouragement and incentives for certified employees to improve their performances, and to support individual personnel decisions.

I: Overview of the Certified Evaluation Process

I**.** A. The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

I. B. Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.

I. C. During the academic year, there will be a minimum of two pre-conferences and two observations/formative evaluations by the principal/assistant principal, for non-tenured staff, counselors, curriculum coordinators, library media specialists, administrators, and psychologists, and at least one pre-conference and one observation/formative evaluation every three years for tenured staff, and each followed by a post-conference.

I. D. A formal summative evaluation will be completed for each staff member during the evaluation cycle.

I. E. There will be a post conference within five (5) working days of the observation for each certified employee.
• The evaluator and the evaluated certified employee will review the evaluation document.
• The evaluator and the evaluated certified employee will discuss the strengths and weaknesses of the evaluated certified employee.

I. F. The building administrator and the certified employee will initiate the individual growth plan.
• The building administrator and the certified employee will develop a mutual plan for improvement or professional growth.

II: Evaluation Process

II. A. All non-tenured teachers and administrators will be evaluated on a yearly basis and may include multiple observations. Administrators will be evaluated yearly and will include an annual summative evaluation.

II. B. Evaluation shall occur, at a minimum, once every three-year period for each tenured teacher. Evaluations (except for the superintendent) will be on approved forms to become part of the official personnel file.

II. C. Multiple observations and/or evaluations shall be conducted with certified employees whose initial observation or evaluation results are unsatisfactory.

II. D. The immediate supervisor of the certified school employee (principal/assistant principal) shall be designated the primary evaluator. Additional administrative personnel may be used in addition to the primary evaluator.

II. E. All monitoring or observation of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation will not be limited to formal observations.

II. F. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

II. G. An Individual Corrective Action Plan shall be provided when an evaluatee receives a "does not meet rating(s)" on the summative evaluation or when an immediate change is required in practice or behavior.

II. H. The Kentucky Teacher Internship Program (KTIP) shall serve as the formative observation process where applicable.

II. I. All evaluations shall be in writing on an approved evaluation form. A copy of the evaluation shall be provided to the evaluate.

II. J. The evaluator shall document information collected during the observation(s) of the person being observed.

II. K. Summative evaluation shall include all evaluation data gathered during the entire formative evaluation process. The evaluate shall have the opportunity to provide a written response and the response shall become part of the official file.

II. L. The professional growth plan for all certified personnel below the level of superintendent shall be aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

II. M. All employees will adhere to school board policies and to the state professional code of ethics, as well as other standards established by the Education Professional Standards Board.

III: Description of the Formative and Summative Phases of Teachers

In-service training concerning the evaluation process will be provided early in the current school year. The process will begin with a thorough step-by-step explanation during the in-service program. Teachers will receive notice of the variables that will be observed, both during the initial observation and the second observation. A conference between the immediate supervisor and the teacher will be held following each observation, and if the supervisor determines that there are no deficiencies, both will sign the summative evaluation and formulate a growth plan for continuing improvement.

Should deficiencies be determined during the two observations, the immediate supervisor should note such during the summative conferences and a corrective action plan developed to deal with said deficiencies. At least one additional classroom observation will be arranged within a specified amount of time to determine if the teacher has addressed the deficiency. Further follow-up observations will continue until corrections have been accomplished.

IV: Administrator's Evaluation

The same format for in-service will be followed for administrators as for teachers. Each administrator will have his immediate supervisor designated by the superintendent and the variables for evaluation will be explained. The administrator's immediate supervisor will make observations concerning the variables in the evaluation instrument. A follow-up conference will be held at which time specific concerns as noted by the evaluator will be discussed and a plan formulated to either address those concerns or plan goals for the future educational growth of the administrator.

V: Administrator's Growth Plan/Corrective Action Plan

Addressed in items III and IV.

VI: Corrective Action Plan

Various methods will be considered when devising assistance for both teachers and administrators. Alternatives may include, but not be limited to the following:

A. Specifically planned in-service

B. Visitations to other classrooms or schools

C. Visitations to other school districts

D. Designation of a professional colleague

E. Close cooperation with the instructional supervisor

F. More frequent observations by the immediate supervisor

VII: Opportunities for Superintendent Professional Growth

Pursuant to KRS 156.101 and 704 KAR 3:406 the superintendent will be provided opportunities for professional growth**.**

DEFINITIONS

Teacher means any certified staff person who directly instructs students.

Administrator means any certified staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.

Other Support Staff means any certified staff other than teacher or administrator.

Evaluation means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.

Formative Evaluation means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Summative Evaluation means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written report on district adopted evaluation forms.

Observation means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

Informal Observation means an observation whereby the evaluator observes unannounced. If this observation is to be used as part of the evaluation process, then there will be a conference within five working days of the observation. Informal observations can take place at anytime the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.

Formal Observation means a scheduled pre-observation conference, observation of instruction for a minimum of twenty minutes, and a post-observation conference within five working days of the observation.

Pre-observation Conference means a meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate).

Post-observation Conference means a meeting involving the evaluator and the certified employee being evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) or other information to determine the accomplishments and areas leading to establishment or revision of a professional growth plan.

Performance Criteria means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

Indicators means measurable behaviors and outcomes, which demonstrate performance criteria.

Standards of Performance means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

Position means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

Job Category means term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director).

Evaluation Cycles means a minimum of two scheduled observations, two formative evaluations, and one summative evaluation. A cycle is completed annually for non-tenured teachers, counselors, curriculum coordinators, library media specialists, administrators and psychologists. A cycle is completed at a minimum of every three years for tenured teachers and includes a minimum of one scheduled observation, one formative evaluation, and one summative evaluation.

Base School is a designation of certified personnel assigned full-time to a school. The superintendent assigns itinerant teachers to a base school.

Professional Growth Plan means a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or consolidated plan.

Incident Report means a document to note any issue of not following protocol(s), practice(s), procedure(s), and / or policies for the school / district.

Non-Negotiables means a set of "best practices" developed by Nelson County certified staff which form a framework of minimal expectations concerning instruction and planning.

- CERTIFIED PERSONNEL -

Evaluation

The Superintendent shall implement the Performance Evaluation System as adopted by the Board and the Kentucky Department of Education in compliance with applicable statute and regulation.[1]

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the building level Principal's office with a copy to be placed in the Central Office.[2]

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

Evaluation

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her.

Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING PANEL

The panel shall hold necessary hearings. The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

HEARING PROCEDURES

The evaluation committee shall develop necessary procedures for conducting the hearing.

Evaluation

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1]KRS 156.557, 704 KAR 003:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 07/18/2006

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit four (4) copies of the documentation at a scheduled pre-hearing to be reviewed by the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel will be available to both parties at the hearing.

2. There will be an opportunity, reasonably in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the Appeals Panel. The Panel will meet at a scheduled time and place, review all documents, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

3. The hearing will be held at a time and place set by the panel within twenty (20) working days of the request for an appeal. The evaluatee and evaluator will be notified of said time and invited to appear before the Panel, respond to the appeal, and answer questions from Panel members during the hearing.

4. "Right to presence of evaluatee's / evaluator's chosen representative" shall be recognized during the hearing.

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses or chosen representative will be present at the hearing.

7. Testimony from all witnesses must be submitted at the pre-hearing in the form of a notarized affidavit.

Appeals/Hearings

HEARINGS

The following procedures will be followed during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, cover procedures, and clarify the Panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.

5. The Panel may question the evaluatee and evaluator.

6. Each party (evaluator and evaluatee) will be asked to make closing remarks.

7. The chairperson of the Panel will make closing remarks.

8. The Panel will deliberate and issue its written findings within fifteen (15) working days of the hearing.

9. The decision of the Panel may include but not be limited to, the following:

    a. Voiding the appeal.

    b. Voiding all parts of the evaluation.

    c. Voiding some parts of the evaluation.

    d. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The written findings and decision will be presented to each the evaluatee, the evaluator, and the Superintendent for appropriate action.

11. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

All employees shall be made aware of their right to appeal procedural issues to Kentucky State Board of Education as per 704KAR3; 345; Section 9.

Review/Revised:8/21/07

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the Panel within ten (10) working days of the receipt of your Summative evaluation.

_____ _____ _____
Employee's Name   *Building*   *Title*

What specifically do you object to or why do you feel you were not fairly evaluated?

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the Summative evaluation _____

Name of Evaluator _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for study and review.

_____ _____
Employee's Signature   *Date*

Reviewed by Panel _____ _____
                              Signature   *Date*

TO BE COMPLETED BY THE APPEALS PANEL CHAIRPERSON

APPEALS PANEL RECOMMENDATION

_____ Voiding the appeal

_____ Voiding all parts of the evaluation

_____ Voiding some parts of the evaluation

Findings of fact and the opinions on which the decision is based:
(Attach additional sheets, if necessary.)

Review/Revised:3/20/07

EVALUATION APPEALS PANEL

The local board of education shall establish an evaluation appeals panel for certified personnel who shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation as noted by KRS 156.101 Section 10.

The election will be conducted by the district contact person using the following process/procedure:

1. Nominations will be sought for persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.

2. Ballots will be prepared and distributed to each certified staff member. Elections will be conducted using secret ballot.

3. Ballots will be collected and counted by the principal and a certified person at each school.

4. A tally sheet will be forwarded from each school to the district contact person. Ballots will be kept on file in the principal's office of each school for two school years.

5. The district contact person and a teacher representative will total the votes. Tally sheets will be kept on file for two school years.

6. The two persons receiving the highest number of votes will serve on the panel for the first year and as an alternate for the second year. The two people receiving the third and fourth highest number of votes will serve as alternates on the panel for the first year and serve on the panel for the second year.

7. The board of education will appoint one certified employee for secondary and one certified employee for elementary to serve on the appeals panel and one certified employee to serve as an alternate.

8. Elections and appointments will be completed by Fall of even numbered years for the upcoming Evaluation Appeals Panel (i.e. an election will be completed by Fall 2010).

9. The length of term for an appeals panel member / alternate will be two school years.

10. The chairperson of the panel will be the board-appointed member.

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NELSON COUNTY

DATA COLLECTION SUMMARY (TEACHERS)

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extracurricular activities, professional development activities, etc.)

</div>

Observee _____ **Content Area Grade(s)**_____

Observer _____ **Position** _____

Classroom Observation Information:

Date _____ **Unit of Study/Lesson** _____

Time _____ **Academic Expectations (No.'s)** _____

*Any indicator noted as does not meet requires the development of an Action Plan

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STANDARD/PERFORMANCE CRITERIA

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes and knowledge.

NN – Rigorous Learning Objectives: Clearly communicated

☐ Accurately and effectively communicates an in-depth understanding of concepts, processes, and / or knowledge in ways that contribute to the learning of all students.

☐ Communicates most concepts, processes and / or knowledge and uses vocabulary that is clear, correct and appropriate for students most of the time.

☐ Ineffectively communicates concepts, processes and / or knowledge and uses vocabulary that is not clear, not correct and / or not appropriate for students.

☐ Does not meet.

1.2 Connects content to life experiences of student.

NN – Rigorous Learning Objectives: Relevant to students

☐ Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

☐ Effectively connects most content, procedures, and activities with relevant life experiences of students.

☐ Ineffectively connects content, procedures, and activities with relevant life experiences of students.

☐ Does not meet.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

NN – Rigorous Learning Objectives: Congruent

☐ Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

☐ Uses instructional strategies that are usually appropriate for the content and processes of the lesson and usually make clear contribution to student learning.

☐ Uses instructional strategies that are inappropriate for the content and processes of the lesson and / or doesn't make clear contribution to student learning.

☐ Does not meet.

1.4 Guides students to understand content from various perspectives.

NN – Rigorous Learning Objectives: Relevant to students

☐ Regularly guides students to understand content form appropriate diverse, multicultural, and / or global perspectives.

☐ Provides opportunities and guidance for most students to consider lesson content from different perspectives to extend their understanding.

☐ Does not meet.

1.5. Identifies and addresses students' misconceptions of content.

NN – Rigorous Learning Objectives: Clearly communicated

☐ Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

☐ Identifies some misconceptions related to content and addresses them during planning and instruction.

☐Inconsistently identifies misconceptions related to content and address them during planning and instruction.

☐ Does not meet.

1.6 Uses the appropriate content standards.

☐All content standards are from the most current Kentucky Program of Studies / local standards / core content standards / national standards and include congruent activities.

☐Most content standards are from the most current Kentucky Program of Studies / local standards / core content standards / national standards.

☐Content standards are not from the most current Kentucky Program of Studies / local standards / core content standards / national standards and / or are not congruent activities.

☐ Does not meet.

Standard 1. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 2: Designs/Plans Instruction: *The teacher designs/plans instruction and develops student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

2.1 Develops significant objectives aligned with standards.

NN – Rigorous Learning Objectives: Aligned with Core Content and Program of Studies

☐ Develops challenging and appropriate learning objectives that are aligned with local / state / national standards and are based on students' needs, interests, and abilities.

☐States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

☐Inconsistently states learning objectives that reflect key concepts of the discipline and / or are inconsistently aligned with local or state standards.

☐ Does not meet.

2.2 Uses contextual data to design instruction relevant to students.

NN – Rigorous Learning Objectives: Data driven

☐ Plans and designs instruction that is based on significant contextual and pre-assessment data.

☐Plans and designs most instruction based on contextual (i.e. student, community, and / or cultural) and pre-assessment data.

☐Inconsistently plans and / or designs instruction based on contextual (i.e. student, community, and / or cultural) and pre-assessment data.

☐ Does not meet.

2.3 Plans assessments to guide instruction and measure learning objectives.

NN – Research Based Instructional Strategies: Data driven
NN – Assessment: Assessments reflect alignment between objective, activity, and product/performance
NN – Research Based Instructional Strategies: Differentiation is evident

☐ Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

☐Prepares assessments that measure student performance on most objectives and helps guide most teaching.

☐Inconsistently prepares assessments that measure student performance on each objective to help guide teaching.

☐ Does not meet.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

NN – Research Based Instructional Strategies: Congruent

☐ Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

☐Aligns most instructional strategies and activities with learning objectives for all students.

☐Inconsistently aligns instructional strategies and / or activities with learning objectives for all students.

☐ Does not meet.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

NN – Assessment: Assessments reflect balance of question types at high DOK levels

☐ Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.
☐Plans instructional strategies that include several levels of learning that require higher order thinking.
☐Inconsistently plans instructional strategies which include several levels of learning that require higher order thinking.
☐Does not meet.

Standard 2. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 3: Creates and Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1Communicates high expectations.
NN – Positive Environment/Culture: Feedback is objective-specific
NN – Positive Environment/Culture: Proactive behavior management strategies in use
NN – Positive Environment/Culture: Relationships, rapport, and respect are foundations of classroom
☐Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
☐Sets some significant and challenging objectives for students and verbally / nonverbally communicates confidence in students' ability to achieve these objectives.
☐Inconsistently sets significant and challenging objectives for students and / or inconsistently verbally / nonverbally communicates confidence in students' ability to achieve these objectives.
☐Does not meet.

3.2 Establishes a positive learning environment.
NN – Positive Environment/Culture: Proactive behavior management strategies in use
☐Maintains a fair, respectful, and productive classroom environment conducive to learning.
☐Establishes some standards of conduct, shows general awareness of student behavior, and responds in ways that are both appropriate and respectful of students.
☐Inconsistently establishes clear standards of conduct, shows awareness of student behavior, and / or inconsistently responds in ways that are both appropriate and respectful of students.
☐Does not meet.

3.3 Values and supports student diversity and addresses individual needs.
NN – Student and Teacher Engagement: Differentiation is evident
☐Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
☐Uses some strategies and methods to support student diversity by addressing individual needs.
☐Inconsistently uses a variety of strategies and / or methods to support student diversity by addressing individual needs.
☐Does not meet.

3.4 Fosters mutual respect between teacher and students and among students.
NN – Positive Environment/Culture: Relationships, rapport, and respect are foundations of classroom
☐Consistently treats all students with respect and concern as well as actively encourages students to treat each other with respect and concern.
☐Treats all students with respect, concern, and monitors most student interactions to encourage students to treat each other with respect and concern.
☐Inconsistently treats all students with respect, concern, and / or inconsistently monitors student interactions to encourage students to treat each other with respect and concern.
☐Does not meet.

3.5 Provides a safe environment for learning.
NN – Positive Environment/Culture: Relationships, rapport, and respect are foundations of classroom
☐Maintains a classroom environment that is both emotionally and physically safe for all students.
☐Creates a classroom environment that is emotionally and physically safe for all students.
☐Inconsistently creates a classroom environment that is emotionally and / or physically safe for all students.
☐Does not meet.

Standard 3. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

Standard 4: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

NN – Rigorous Learning Objectives: Referenced throughout
NN – Research Based Instructional Strategies: Congruent
NN – Student and Teacher Engagement: Differentiation is evident

☐ Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

☐ Uses a variety of instructional strategies that engage students throughout most of the lesson on tasks aligned with learning objectives.

☐ Inconsistently uses a variety of instructional strategies which engage students throughout the lesson on tasks aligned with learning objectives.

☐ Does not meet.

4.2 Implements instruction based on diverse student needs and assessment data.

NN – Rigorous Learning Objectives: Data driven
NN – Rigorous Learning Objectives: Differentiation is evident
NN – Assessment: Data driven
NN – Research Based Instructional Strategies: Data driven

☐ Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

☐ Implements instruction based on contextual information and assessment data.

☐ Inconsistently implements instruction based on contextual information and / or assessment data.

☐ Does not meet.

4.3 Uses time effectively.

NN – Positive Environment/Culture: Proactive behavior management strategies in use
NN – Assessment: Closure is present in every lesson

☐ Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

☐ Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

☐ Inconsistently establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, and / or inconsistently manages transitions, and / or inconsistently organizes and monitors group work so that there is minimal loss of instructional time.

☐ Does not meet.

4.4 Uses space and materials effectively.

NN – Positive Environment/Culture: Proactive behavior management strategies in use

☐ Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

☐ Uses classroom space and materials effectively to facilitate student learning.

☐ Inconsistently uses classroom space and / or materials effectively to facilitate student learning.

☐ Does not meet.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

NN – Assessment: Assessments reflect balance of question types at high DOK levels

☐ Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

☐ Instruction provides opportunity to promote higher-order thinking.

☐ Inconsistent instruction which provides opportunity to promote higher-order thinking.

☐ Does not meet.

4.6 Maintains organization to implement and manage instruction.

☐ Organization of instruction, instructional materials, and assessment data such that the students are provided with unique learning opportunities which are specific to their identified, individual needs and is moving the students toward mastery of content.

☐ Organization of instruction, instructional materials, and assessment data such that the students' needs are being addressed.

☐ Inconsistent organization of instruction, instructional materials, and / or assessment data such that the students' needs are being addressed.

☐ Does not meet.

Standard 4: (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 5: Assesses/Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1 Uses pre-assessments.

NN – Assessment: Formative and summative assessments used to guide instructional planning/interventions

☐ Consistently uses student baseline data from appropriate pre-assessments to promote the learning for all students.

☐ Uses some pre-assessments to establish baseline knowledge and skills for all students.

☐ Inconsistently uses a variety of pre-assessments to establish baseline knowledge and skills for all students.

☐ Does not meet.

5.2 Uses formative assessments.

NN – Rigorous Learning Objectives: Differentiation is evident
NN – Assessment: Assessments reflect alignment between objective, activity, and product/performance
NN – Assessment: Differentiation is evident
NN – Assessment: Frequent checks for understanding
NN – Assessment: Overt responses

☐ Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

☐ Uses some formative assessments to determine each student's progress and guide instruction.

☐ Inconsistently uses a variety of formative assessments to determine each student's progress and guide instruction.

☐ Does not meet.

5.3 Uses summative assessments.

NN – Assessment: Data driven

☐ Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

☐ Uses some summative assessments to measure student achievement.

☐ Inconsistently uses a variety of summative assessments to measure student achievement.

☐ Does not meet.

5.4 Describes, analyzes, and evaluates student performance data.

NN – Rigorous Learning Objectives: Data driven
NN – Assessment: Formative and summative assessments used to guide instructional planning/interventions
NN – Research Based Instructional Strategies: Differentiation is evident
NN – Student and Teacher Engagement: Data driven

☐ Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform practice.

☐ Describes, analyzes, and evaluates student performance data to determine progress of most students and identifies

differences in progress among student groups.

☐Inconsistently describes, analyzes, and / or evaluates student performance data to determine progress of individuals and / or inconsistently identifies differences in progress among student groups.

☐Does not meet.

5.5 Communicates learning results to students and parents.

NN – Rigorous Learning Objectives: Clearly communicated
NN – Positive Environment/Culture: Home-school communication fostered

☐Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

☐Communicates learning results to students and parents that provide some understanding of learning progress relative to objectives.

☐Inconsistently communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

☐Does not meet.

5.6 Allows opportunity for student self-assessment.

NN – Assessment: Data driven
NN – Assessment: Differentiation is evident
NN – Student and Teacher Engagement: Differentiation is evident
NN – Student and Teacher Engagement: Data driven

☐Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

☐Promotes opportunities for students to engage in accurate self-assessment of learning.

☐Inconsistently promotes opportunities for students to engage in accurate self-assessment of learning.

☐Does not meet.

Standard 5. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA
Standard 6: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

6.1 Uses available technology to design and plan instruction.

☐Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

☐Uses some technology to design and plan instruction.

☐Inconsistently uses technology to design and / or plan instruction.

☐ Does not meet.

6.2 Uses available technology to implement instruction that facilitates student learning.

☐Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

☐Uses some technology to implement instruction that facilitates student learning.

☐Inconsistently uses technology to implement instruction which facilitates student learning.

☐Does not meet.

6.3 Integrates student use of available technology into instruction.

☐Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

☐Integrates some student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

☐Inconsistently integrates student use of technology into instruction to enhance learning outcomes and / or meet diverse student needs.

☐Does not meet.

6.4 Uses available technology to assess and communicate student learning.

☐Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

☐Uses some technology to assess and communicate student learning.

☐Inconsistently uses technology to assess and / or communicate student learning.

☐ Does not meet.

6.5 Demonstrates ethical and legal use of technology.

☐ Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

☐ Ensures that personal use and student use of technology are ethical and legal.

☐ Inconsistently ensures that personal use and student use of technology are ethical and legal.

☐ Does not meet.

Standard 6: (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning situations and/or programs.*

7.1. Uses data to reflect on and evaluate student learning.

NN – Assessment: Formative and summative assessments used to guide instructional planning/interventions

☐ Uses formative and summative performance data to determine the learning needs of all students.

☐ Reflects on and accurately evaluates some student learning using appropriate data.

☐ Inconsistently reflects on and / or accurately evaluates student learning using appropriate data.

☐ Does not meet.

7.2 Uses data to reflect on and evaluate instructional practice.

NN – Research Based Instructional Strategies: Data driven

☐ Uses some performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

☐ Reflects on and accurately evaluates instructional practice using appropriate data.

☐ Does not meet.

7.3 Uses data to reflect on and identify areas for professional growth.

☐ Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

☐ Identifies some areas for professional growth using appropriate data.

☐ Misidentifies areas for professional growth using data.

☐ Does not meet.

Standard 7. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

8.1 Identifies students whose learning could be enhanced by collaboration.

☐ Describes an on-going process for identifying situations in which student learning could be enhance by collaboration.

☐Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

☐Inconsistently identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

☐Does not meet.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

☐Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

☐Designs a limited plan to enhance student learning that includes all parties in the collaborative effort.

☐Inconsistently designs a plan to enhance student learning that includes all parties in the collaborative effort.

☐ Does not meet.

8.3 Implements planned activities that enhance student learning and engage all parties.

☐Explains how the collaboration to enhance student learning has been implemented.

☐Implements some planned activities that enhance student learning and engage all parties.

☐Inconsistently implements planned activities which enhance student learning and engage all parties.

☐Does not meet.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

☐Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

☐Analyzes some student learning data to evaluate the outcomes of collaboration and identifies next steps.

☐Inconsistently analyzes student learning data to evaluate the outcomes of collaboration and / or inconsistently identifies next steps.

☐Does not meet.

Standard 8. (Commendations, Considerations for next steps, Considerations for professional growth plan.)

Standard 9: Evaluates Teaching and Implements Professional Development: *The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

☐Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school / district professional development initiatives.

☐Identifies some priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.

☐Inconsistently identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.

☐Does not meet.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

☐Reflects on data from multiple sources (i.e. self-assessment, student performance, feedback from colleagues, school / district initiatives) and identifies priority areas for growth.

☐Identifies some priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues.

☐Inconsistently identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues.

☐Does not meet.

9.3 Designs a professional growth plan that addresses identified priorities.

☐ Designs a clear, logical professional growth plan that addresses all priority areas.

☐Designs somewhat of a clear, logical professional growth plan that addresses priority areas.

☐Inconsistently designs a clear, logical professional growth plan that addresses priority areas.

☐ Does not meet.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

☐ Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

☐ Shows some evidence of professional growth and reflection relative to the identified priority areas and some impact on instructional effectiveness and student learning.

☐ Inconsistently shows clear evidence of professional growth and / or reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.

☐ Does not meet.

Standard 9: (Commendations, Considerations for next steps, Considerations for professional growth plan.)

STANDARD/PERFORMANCE CRITERIA

Standard 10: Provides Leadership within School/Community/Profession: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and wellbeing.*

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

☐ Identifies leadership opportunities within the school, community, and / or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

☐ Identifies some leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

☐ Inconsistently identifies leadership opportunities in the school, community, or professional organizations.

☐ Does not meet.

10.2 Develops a plan for engaging in leadership activities.

☐ Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events / actions, and plan for assessing progress and impact.

☐ Develops a limited leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and / or the professional environment will be assessed.

☐ Inconsistently develops a leadership work plan which describes the purpose, scope, and participants involved and / or how the impact on student learning and / or the professional environment will be assessed.

☐ Does not meet.

10.3 Implements a plan for engaging in leadership activities.

☐ Effectively implements the leadership work plan.

☐ Implements the approved leadership work plan that has a limited clear timeline of events / actions and a limited description of how impact will be assessed.

☐ Inconsistently implements the approved leadership work plan which has a clear timeline of events / actions and / or an unclear description of how impact will be assessed.

☐ Does not meet.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

☐ Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

☐ Analyzes some student learning and / or some other data appropriately to evaluate the results of planned and executed leadership efforts.

☐ Inconsistently analyzes student learning and / or other data appropriately to evaluate the results of planned and executed leadership efforts.

☐ Does not meet.

10.5 Adheres to all Board / building policies and procedures.

☐ Consistently goes above and beyond adhering to all Board / building policies and procedures.

☐ Adheres to all Board / building policies and procedures.

☐ Inconsistently adheres to all Board and / or building policies and procedures.

☐ Does not meet.

10.6 Follows School/District Policies and Procedure

☐ Consistently goes above and beyond adhering to all School/District policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).

☐ Adheres to all School/District policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).

☐ Inconsistently adheres to all School/District policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).

☐ Does not meet.

10.7 Upholds and models Kentucky's School Personnel Code of Ethics

☐ Consistently upholds and models Kentucky's School Personnel Code of Ethic (assessment, legal use of computer and technology, confidentiality with student behavior and performances, all forms of communication with student, staff, parent, and community).

☐ Adheres to Kentucky's School Personnel Code of Ethic (assessment, legal use of computer and technology, confidentiality with student behavior and performances, all forms of communication with student, staff, parent, and community).

☐ Inconsistently adheres to Kentucky's School Personnel Code of Ethic (assessment, legal use of computer and technology, confidentiality with student behavior and performances, all forms of communication with student, staff, parent, and community).

☐ Does not meet.

10.8 Meets Professional Expectation and Responsibilities

☐ Consistently meets professional expectations and responsibilities as stipulated on the job description and performs other duties consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to a safe work practices to lower the risk of potential injuries to self and others.

☐ Adheres to professional expectations and responsibilities as stipulated on the job description and performs other duties consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to a safe work practices to lower the risk of potential injuries to self and others.

☐ Inconsistently adheres to professional expectations and responsibilities as stipulated on the job description and performs other duties consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to a safe work practices to lower the risk of potential injuries to self and others.

☐ Does not meet.

Standard 10 (Commendations, Considerations for next steps, Considerations for professional growth plan.)

NELSON COUNTY

FORMATIVE

CONFERENCING FORM

Teachers

Observee _____Content Area Grade(s)_____

Observer _____ Position _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
TEACHER STANDARDS	**Meets**	**Growth Needed**	**Does Not Meet** ** ***
Standard 1: The Teacher Demonstrates Applied Content Knowledge	☐	☐	☐
Standard 2: The Teacher Designs and Plans Instruction	☐	☐	☐
Standard 3: The Teacher Creates and Maintains Learning Climate	☐	☐	☐
Standard 4: The Teacher Implements and Manages Instruction	☐	☐	☐
Standard 5: The Teacher Assesses and Communicates Learning Results	☐	☐	☐
Standard 6: The Teacher Demonstrates the Implementation of Technology	☐	☐	☐
Standard 7: Reflects On and Evaluates Teaching and Learning	☐	☐	☐
Standard 8: Collaborates with Colleagues / Parents / Others	☐	☐	☐
Standard 9: Evaluates Teaching and Implements Professional Development	☐	☐	☐
Standard 10: Provides Leadership Within School / Community / Profession	☐	☐	☐
Overall rating for Formative Evaluation	☐	☐	☐

**Narrative is required
***Any Standard noted as does not meet requires the development of an Action Plan

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation   _____ Disagree with this formative evaluation

_____   _____   _____ _____
Evaluatee   Date   Evaluator   Date

Tenured: ☐   Non-Tenured: ☐

NELSON COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR TEACHERS
(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____   Grade/Content Area _____
Evaluator _____   Position _____
School _____

| Date(s) of Observation(s) | 1st _____ | 2nd _____ | 3rd _____ | 4th _____ |
| Date(s) of Conference(s) | 1st _____ | 2nd _____ | 3rd _____ | 4th _____ |

Ratings:

Teacher Standards:	Meets	GROWTH NEEDED	*Does Not Meet
Standard 1: The Teacher Demonstrates Applied Content Knowledge	☐	☐	☐
Standard 2: The Teacher Designs and Plans Instruction	☐	☐	☐
Standard 3: The Teacher Creates and Maintains Learning Climate	☐	☐	☐
Standard 4: The Teacher Implements and Manages Instruction	☐	☐	☐
Standard 5: The Teacher Assesses and Communicates Learning Results	☐	☐	☐
Standard 6: The Teacher Demonstrates the Implementation of Technology	☐	☐	☐
Standard 7: Reflects On and Evaluates Teaching and Learning	☐	☐	☐
Standard 8: Collaborates with Colleagues / Parents / Others	☐	☐	☐
Standard 9: Evaluates Teaching and Implements Professional Development	☐	☐	☐
Standard 10: Provides Leadership Within School / Community / Profession	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐   **7** ☐   **8** ☐   **9** ☐   **10** ☐

Evaluatee's Comments:
_____
_____

Evaluator's Comments:
_____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ☐ Agree with this summative evaluation
          ☐ Disagree with this summative evaluation   _____   _____
                                        Signature   Date

Evaluator: _____   _____
                                        Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County district

evaluationplan.
Certified employees must make their appeals to this summative evaluation within the time frames (10 working days), as mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.
*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

NELSON COUNTY
DATA COLLECTION SUMMARY
Guidance Counselor

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Evaluatee _____   Position _____
Evaluator _____   Position _____

Observation Information:

Activity Observed

Date _____

Time _____   _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Program Management, Research and Evaluation

1.1 Defines needs and priorities.
1.2 Determines objectives.
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.5 Evaluates the program to assure its contribution to the school's mission and goals.
1.6 Uses information systems and technology.

Comments:

Standard 1. (Considerations for professional growth plan.)

Standard 2: Developmental Guidance Curriculum/Services

2.1 Assesses the developmental needs of students.
2.2 Addresses academic expectations and school-to-work initiatives
2.3 Prepares students for successful transitions.
2.4 Evaluates the results of the curriculum's impact.
2.5 Modifies the curriculum as needed to continually meet the needs of students.
2.6 Guides individuals and groups of students through the development of educational and career plans.
2.7 Provides guidance for maximizing personal growth and development.
2.8 Teaches the school developmental guidance curriculum.
2.9 Assists teachers in the teaching of the guidance curriculum.

Comments:

Standard 2. (Consideration for professional growth plan.)

Standard 3: Individual/Small Group Counseling

3.1 Provides a safe confidential setting in which students present their needs and concerns.

3.2 Promotes wellness.

3.3 Responds to crises.

3.4 Communicates empathy and understanding.

3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.

3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academic, and careers).

3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.

3.8 Respects and nurtures the uniqueness of each individual.

3.9 Mediates classroom and student conflict.

3.10 Empowers students to develop and use their   resources.

Comments:

Standard 3. (Considerations for professional growth plan.)

Standard 4: Consultation/Collaboration

4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.

4.2 Interprets relevant information concerning the developmental needs of students.

4.3 Reduces barriers to student learning through referral services.

4.4 Facilitates new student integration into the school environment.

4.5 Works with teachers to provide support for students in a crisis situation.

4.6 Interacts with school councils, school boards, Family Resource Youth Services Center advisory councils, and/or school committees.

4.7 Facilitates successful communication between and among teachers, parents, and students.

4.8 Works with teachers and administrators relevant to behavior.

 Comments:

 Standard 4. (Considerations for professional growth plan.).

Standard 5: Coordination

5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.

5.2 Uses an effective referral process for assisting students and others to use special programs and services.

5.3 Identifies community agencies for referral of students.

5.4 Maintains cooperative working relationships with community resources.

5.5 Facilitates successful transition from one level of education to the next (e.g., elementary to middle).

Comments:

Standard 5. (Considerations for professional growth plan.)

Standard 6: Assessment

6.1 Participates in the planning and evaluation of the district/school testing program.
6.2 Assesses, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude.
6.3 Collaborates with staff concerning assessment of special needs students.
6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.5 Coordinates student records to ensure the confidentiality of assessment data.
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Comments:

Standard 6. (Considerations for professional growth plan.)

Standard 7: Adheres to Professional Standards

7.1 Adheres to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the code of ethics developed by the Kentucky Education Professional Standards Board.
7.2 Adheres to federal/state laws and regulations related to education and child protection.
7.3 Participates in on-going professional development.
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5 Knows the position statements of the American School Counselor Association.
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.
7.7 Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems.)

Comments:

Standard 7 (Considerations for professional growth plan.)

Standard 8: Demonstrates Professional Leadership

8.1 Builds positive relationships within and between school and community.
8.2 Promotes leadership potential in colleagues.
8.3 Participates in professional organizations and activities.
8.4 Writes and speaks effectively.
8.5 Participates in the development of curriculum and instructional materials.
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
8.7 Initiates and develops educational projects and programs.
8.8 Practices effective listening, conflict resolution and group-facilitation skills as a team member.
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
8.10 Writes for publication, presents at conferences, or provides professional development.
8.11 Works with colleagues to administer an effective learning climate within the school.
8.12 Adheres to safe work practices to lower the risk of potential injuries to self and others.

Comments:

Standard 8 (Considerations for professional growth plan.)

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Standard 9: Engages in Professional Development
9.1 Establishes priorities for professional growth. 9.2 Analyzes student performance to help identify professional development needs. 9.3 Solicits input from others in the creation of individual professional development needs. 9.4 Implements knowledge and skills acquired through on-going professional development. 9.5 Modifies own professional development plan to improve performance and to promote student learning. Comments: Standard 9 (Consideration for professional growth plans.)

NELSON COUNTY FORMATIVE CONFERENCING FORM
Guidance Counselor
Analyses of Performance and Links to Individual Professional Growth Plan

Evaluatee _____ **Content Area** _____ **Grade(s)** _____

Evaluator _____ **Position** _____

Date of Conference _____ **School** _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
Counselor Standards	Meets	Growth Needed	Does Not Meet
Standard 1: Program Management, Research & Evaluation	☐	☐	☐
Standard 2: Developmental Guidance Curriculum/Services	☐	☐	☐
Standard 3: Individual/Small Group Counseling	☐	☐	☐
Standard 4: Consultation/Collaboration	☐	☐	☐
Standard 5: Coordination	☐	☐	☐
Standard 6: Assessment	☐	☐	☐
Standard 7: Adheres to Professional Standards	☐	☐	☐
Standard 8: Demonstrates Professional Leadership	☐	☐	☐
Standard 9: Engages in Professional Development	☐	☐	☐
Overall rating for Formative Evaluation	☐	☐	☐

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation _____ Disagree with this formative evaluation

_____   _____   _____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

NELSON COUNTY SCHOOLS

Tenured: ☐   Non-Tenured: ☐

SUMMATIVE EVALUATION FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.)

Evaluatee _____   Position _____
Evaluator _____   Position _____
School/Work Site _____

Date(s) of Observation(s)   1st _____   2nd _____
Date(s) of Conference(s)   1st _____   2nd _____

Ratings:

Guidance Counselor Standards:	Meets	Growth Needed	*Does Not Meet
Standard 1: Program Management/Evaluation	☐	☐	☐
Standard 2: Guidance/Curriculum Services	☐	☐	☐
Standard 3: Individual/Group Counseling	☐	☐	☐
Standard 4: Consultation/Collaboration	☐	☐	☐
Standard 5: Coordination	☐	☐	☐
Standard 6: Assessment	☐	☐	☐
Standard 7: Adheres to Professional Standards	☐	☐	☐
Standard 8: Demonstrates Professional Leadership	☐	☐	☐
Standard 9: Engages in Professional Development	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐   **7** ☐   **8** ☐   **9** ☐

Evaluatee's Comments: _____
_____

Evaluator's Comments: _____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ☐ Agree with this summative evaluation
                    ☐ Disagree with this summative evaluation

_____   _____
Signature   Date

Evaluator:
_____   _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County District evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames (10 working day), as mandated in 704KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan for guidance counselors who are re-employed.

NELSON COUNTY
DATA COLLECTION SUMMARY
Library Media Specialist

Evaluatee _____   Position _____
Evaluator _____   Position _____

<u>Observation Information:</u>

                                                        If Applicable,
        Date _____   Unit of Study/Lesson _____

        Time _____

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Proficiency in Management and Administration for the Library Media Center

1.1 Plans long-range goals of the library media center program with faculty, administration, and students.

1.2 Plans the budget with administrators, site-based councils and/or advisory committees, based on the needs and objectives of the library media center.

1.3 Administers the budget according to the goals and objectives of the program.

1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.

1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, policies, handbook, agendas, and technology.

1.6 Administrates a library media program that utilizes flexible access.

1.7 Develops plans for maintaining a technologically current facility and program.

1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.

1.9 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis (identifying strengths and weaknesses).

1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.

1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.

1.12 Is responsible for monitoring the proper use of the facility, materials, and equipment.

1.13 May plan and/or participate in special projects or proposals.

1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.

Comments:

Standard 1. (Considerations for professional growth plan).

Standard 2: Provides Exemplary Resources

2.1 Follows the district/SBDM approved selection policy which includes a procedure for the reconsideration of materials.

2.2 Possesses a broad knowledge of the school curriculum and plans with teachers and administrators for development of a collection to support the curriculum.

2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.

2.4 Maintains a professional collection.

2.5 Demonstrates competency in selection, acquisition, circulation, and support the school's curriculum and educational philosophy.

2.6 Keeps a card or automated card catalog current.

2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.

2.8 Makes general repairs, keeps collection current, and takes annual inventory.

Comments:

Standard 2. (Considerations for professional growth plan).

Standard 3: Provides Effective Library Media Services

3.1 Exercises a leadership role and serves as a catalyst, ensuring the library media center is central to the instructional program of the school.

3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.

3.3 Participates as a member of the instructional teams and is available as a resource for all staff.

3.4 Provides the leadership and expertise for the incorporation of informational and instructional technologies into the school curriculum.

3.5 Provides training in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.

3.7 Provides resources and assists faculty in the selection of materials to supplement instruction.

3.8 Establishes positive rapport with staff and students.

3.9 Makes the library media center and its resources accessible to students and faculty.

3.10 Provides orientation for new faculty and students.

3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.

3.12 Facilitates the circulation of materials among schools in the district or other agencies.

Comments:

Standard 3. (Considerations for professional growth plan)

Standard 4: Enables Students to become Effective Information Users

4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
4.4 Provides for independent and cooperative group learning.
4.5 Guides students in the selection of appropriate resources.
4.6 Helps students to develop habits of independent reference work and to develop literacy the use of reference materials in relation to planned assignments.
4.7 Promotes appreciation of various forms of literature.
4.8 Encourages students to develop life long reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.
4.9   Incorporates the use of technology in accessing information.
4.10 Assists students in the use of multi-media for completed projects.

Comments:

Standard 4. (Considerations for professional growth plan)

Standard 5: Manages Student Behavior

5.1 Establishes/maintains behavioral expectations (class rules) of students.
5.2 Monitors students' behaviors according to local student/district policies and procedures.
5.3 Reinforces acceptable student behaviors with genuine, specific praise.
5.4 Holds each student accountable for his/her own behavior.
5.5 Manages disruptive behavior constructively while maintaining instructional momentum.
5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences while providing respect to diversity and individual differences.
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Comments:

Standard 5. (Considerations for professional growth plan)

Standard 6: Communicates Effectively

6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
6.2 Speaks distinctly and clearly.
6.3 Adjusts volume and tone for emphasis.
6.4 Models correct grammar and pronunciations.
6.5 Displays awareness of space and presence when interacting with others.
6.6 Provides clear instructions.

6.7 Maintains positive interactions with others.
6.8 Makes effective uses of non-verbal cues, expressions, gestures, etc.
6.9 Collaborates with the staff, students, parents, and school community.

Comments:

Standard 6. (Considerations for professional growth plan)

Standard 7: Exhibits Professionalism

7.1 Evaluates self to identify needs for instructional improvement and develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.

7.2. Communicates distinctly and clearly through grammar and pronunciation (appropriate communication to parents, students, staff, and community).

7.3 Reviews professional growth plan annually and revises plan as needs/goals change.

7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.).

7.5 Shares instructional materials, information, ideas with colleagues and encourages professional growth of peers.

7.6 Strives to improve instruction on a consistent basis.

7.7 Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).

7.8 Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community).

7.9 Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the library media center) consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to safe work practices to lower the risk of potential injuries to self and others.

Comments:

Standard 7. (Considerations for professional growth plan).

Standard 8: Demonstrates Implementation of Technology Integration

8.1 Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment).

8.2 Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in instructional or professional activities.

8.3 Applies technological skills to enhance professional activities and productivity (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, PowerPoint, Internet, utilizes e-mail appropriately).

8.4 Collaborates with teachers in planning and implementing instruction utilizing technology (uses appropriate assistive and adaptive devices for students with special needs, applies research-based instructional practices for technology integration, uses technology to support multiple intelligences in instruction and multiple assessments of learning, provides equitable use of technology).

8.5 Collaborates with teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research).

Comments:

Standard 8: (Considerations for professional growth plan).

NELSON COUNTY FORMATIVE CONFERENCING FORM

Tenured: ☐   Non-Tenured: ☐

Library Media Specialist
Analyses of Performance and Links to Individual Professional Growth Plan

Evaluatee _____		**Content Area** _____		**Grade(s)** _____
Evaluator _____		**Position** _____		
Date of Conference _____		**School** _____		

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
Library Media Specialist Standards	**Meets**	**Growth Needed**	**Does Not Meet**
Standard 1: Demonstrates Proficiency in Management and Administration for the Library Center	☐	☐	☐
Standard 2: Provides Exemplary Resources	☐	☐	☐
Standard 3: Provides Effective Library Media Services	☐	☐	☐
Standard 4: Enables Students to become Effective Information Users	☐	☐	☐
Standard 5: Manages Student Behavior	☐	☐	☐
Standard 6: Communicates Effectively	☐	☐	☐
Standard 7: Exhibits Professionalism	☐	☐	☐
Standard 8: Demonstrates Implementation of Technology Integration	☐	☐	☐
Overall Rating for Formative Evaluation	☐	☐	☐

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation   _____ Disagree with this formative evaluation

_____   _____   _____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

NELSON COUNTY SCHOOLS

Tenured: ☐ Non-Tenured: ☐

SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

(This summarizes all the evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, conferences, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____
Date(s) of Conference(s) 1st _____ 2nd _____

Ratings:

Library Media Specialist Standards:	Meets	Growth Needed	*Does Not Meet
Standard 1: Demonstrates Proficiency in Management / Administration	☐	☐	☐
Standard 2: Provides Resources	☐	☐	☐
Standard 3: Provides Effective Services	☐	☐	☐
Standard 4: Enables Students	☐	☐	☐
Standard 5: Manages Student Behavior	☐	☐	☐
Standard 6: Communicates Effectively	☐	☐	☐
Standard 7: Exhibits Professionalism	☐	☐	☐
Standard 8: Demonstrates Technology Integration	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐   **7** ☐   **8** ☐

Evaluatee's Comments:
_____
_____

Evaluator's Comments:
_____
_____

To be signed after all information above has been completed and discussed.

Evaluatee: ☐ Agree with this summative evaluation
             ☐ Disagree with this summative evaluation   _____ _____
                                                              Signature   Date
Evaluator: _____ _____
                                                              Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County District evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames (10 working days), as mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan for Library Media Specialist who are re-employed.

ADMINISTRATOR DATA COLLECTION SUMMARY

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Evaluatee _____   Content AreaGrade(s) _____

Evaluator _____   Position _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a <u>vision</u> of learning that is shared and supported by the school community.
The administrator facilitates processes and engages in activities ensuring that:

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members through the use of symbols, ceremonies, and similar activities.
2. The vision is developed, modeled, and communicated to all stakeholders.
3. The school community is involved in improvement efforts and their realization of the vision (that shapes the educational programs, plans and actions) are recognized and celebrated.
4. The vision and mission are developed using assessment data, and relative demographic data.
5. An implementation plan is developed in which objectives and strategies to achieve the vision, mission, and goals are clearly articulated and are regularly monitored, evaluated, and revised.
6. The needed and existing resources address barriers to achieve implementation of school goals and vision.
7. Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).

COMMENTS:

Standard 1. (Considerations for professional growth plan.)

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and <u>instructional</u> program conducive to student learning and staff professional growth.
The administrator facilitates processes and engages in activities ensuring that:

1. **All individuals are treated with fairness, dignity, and respect. Barriers to student learning and staff development are identified, clarified, and addressed.**
2. **Professional development promotes a focus on student learning consistent with the school vision and goals.**
3. **Diverse opportunities are considered in developing life-long learning experiences.**
4. **School culture and climate are assessed with high expectations for self, students, and staff.**
5. **Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.**
6. **Student and staff accomplishments are recognized and celebrated.**
7. **A variety of supervisory and evaluation models are implemented including curriculum decisions based on research and the expertise of teachers.**
8. **The school is organized and aligned for success.**
9. **Multiple sources regarding student learning are assessed using a variety of techniques employed by staff.**
10. **Pupil personnel programs are developed to meet the needs of students and their families.**
11. **Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community).**
12. **Uses available resources, including technology, to implement instruction that facilitates student learning.**
13. **Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the library media center) consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to safe work practices to lower the risk of potential injuries to self and others.**

Comments:

Standard 2. (Considerations for professional growth plan.)

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. The administrator facilitates processes and engages in activities ensuring that:

1. **Current trends in education are recognized, evaluated and implemented as appropriate.**
2. **Operational procedures are created and managed to maximize opportunities for successful learning and are regularly modified and monitored as needed.**
3. **Contractual agreements and articulations are monitored to support continuous improvement.**
4. **A safe, clean, and healthy environment for learning is maintained daily.**
5. **Time is managed to maximize attainment of organizational goals.**
6. **Problem and conflict prevention, identification, and resolution skills are utilized effectively and appropriately in a timely manner.**
7. **Stakeholders are involved in decisions to maximize ownership and accountability.**
8. **Confidentiality and privacy of school records are maintained.**
9. **Technology is effectively used to manage school operations.**
10. **Financial, human, and material resources are aligned to meet the goals of the school.**

Comments:

Standard 3. (Considerations for professional growth plan.)

Standard 4: A school administrator is an educational leader who promotes the success of all students by <u>collaborating</u> with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator facilitates processes and engages in activities ensuring that:

1. High visibility, active involvement, and communication with the larger community leaders are a priority that are identified and nurtured.
2. School and community serve one another as resources by providing effective media relations that are developed and maintained through partnerships of different business, religious, political, and service agencies and organizations.
3. Information about family and community concerns, expectations, and needs are used regularly.
4. Community stakeholders are treated equitably.
5. Available community and public resources are secured and used appropriately to help the school solve problems and achieve goals.
6. Diversity of individuals and groups whose values and opinions may conflict, are recognized and valued.
7. A comprehensive program of community relations is established and modeled for staff.
8. Opportunities for staff to develop collaborative skills are provided.
9. Integration occurs between community youth family services and school programs.

Comments:

Standard 4. (Considerations for professional growth plan.)

Standard 5: The administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an <u>ethical</u> manner.

The administrator facilitates processes and engages in activities that:

1. Values, beliefs, ethics, and attitudes are examined and demonstrated so others are inspired to higher levels of performance.
2. Administrative practices are used to enhance the educational program while accepting responsibility for school operations.
3. People are treated fairly, equitably, respectfully, and with dignity while protecting the rights and confidentiality of students and staff.
4. Serve as a role model.
5. Actions are taken such that the values of a diverse school community are appreciated and considered.
6. Open the school to public scrutiny and expect that the school community will demonstrate ethical behavior.
7. Laws and procedures are followed when fulfilling legal and contractual obligations.
8. Evaluates self to identify needs for instructional improvement and develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
9. Reviews professional growth plan annually and revises plan as needs/goals change.

Comments:

Standard 5. (Considerations for professional growth plan.)

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator facilitates processes and engages in activities that:

1. **Communication is encouraged among students, families, and diverse community groups.**
2. **Ensures the school community provides quality education for students.**

COMMENTS:

Standard 6.   (Considerations for professional growth plan.)

NELSON COUNTY FORMATIVE

CONFERENCING FORM

Administrator
Analyses of Performance and Links to Individual Professional Growth Plan

Evaluatee _____	**Content/Grade** _____
Evaluator _____	**Position** _____
Date of Conference _____	**school** _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
ADMINISTRATOR STANDARDS	**Meets**	**Growth Needed**	**Does Not Meet**
Standard 1: Visionary Leader	☐	☐	☐
Standard 2: Instructional Leader	☐	☐	☐
Standard 3: Organizational Manager	☐	☐	☐
Standard 4: Collaborative Leader	☐	☐	☐
Standard 5: Ethical Leader	☐	☐	☐
Standard 6: Systemic Leader	☐	☐	☐
Overall rating for Formative Evaluation	☐	☐	☐

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation   _____ Disagree with this formative evaluation

_____   _____   _____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

NELSON COUNTY SCHOOLS

Tenured: ☐   Non-Tenured: ☐

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Ratings:

Administrator Standards:	Meets	GROWTH NEEDED	*Does Not Meet
Standard 1: Visionary Leader	☐	☐	☐
Standard 2: Instructional Leader	☐	☐	☐
Standard 3: Organizational Manager	☐	☐	☐
Standard 4: Collaborative Leader	☐	☐	☐
Standard 5: Ethical Leader	☐	☐	☐
Standard 6: Systemic Leader	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐

Evaluatee's Comments:

_____

_____

Evaluator's Comments:

_____

_____

To be signed after all information above has been completed and discussed.

Evaluatee: ☐ Agree with this summative evaluation   _____   _____
                                                                      Signature   Date
               ☐ Disagree with this summative evaluation

Evaluator: _____   _____
                                                                      Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in
704 KAR 3:345 Sections 7, 8, 9, and the local district plan.
*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

NELSON COUNTY TEACHER PRE-OBSERVATION WORKSHEET*

Teacher	Date	School

Subject	Grade/Content	Period/Time

_____ Number of students with IEPs/504s

Prior to scheduled observation, **teacher** completes and discusses content of the form with evaluator.

1. Toward what Content Standard are you teaching?

2. What are the lesson objectives?

3. What teaching strategies will be used?

4. What teaching/learning activities will take place?

5. How are you going to check student understanding and mastery of the lesson objectives?

6. Where are you in the unit?

7. What particular teaching behaviors do you especially want monitored?

8. Are there any special circumstances of which the evaluator should be aware?

9. Individual Professional Growth Plan Status

Evaluatee Signature	Date	Evaluator Signature	Date

* (A pre-conference and form are required; however, a different form may be substituted.)

NELSON COUNTY PUBLIC SCHOOLS
(Incident Report)

To:

From:

Date:

Area of Concern:

My Suggestions to Eliminate the Problem:

Your Response to the Problem:

Please sign and return.   _____
                                                                              (Teacher's signature)

INDIVIDUAL PROFESSIONAL GROWTH PLAN
for

Date _____ **Work Site** _____

Objective/Needs Assessment	*Present PG Stage:	Procedures and Activities for Achieving Goals and Objectives	Evidence/ Implementation	Target Dates for Completion

Employee's Comments: _____

Supervisor's Comments: _____

This individual professional growth plan is aligned with the school comprehensive improvement plan and/or professional development plans of the school/district.

Individual Growth Plan Developed:	Annual Review: Achieved ☐ Revised ☐ Continued ☐
_____ (Employee's Signature)　　　(Date)	_____ (Employee's Signature)　　　(Date)
_____ (Supervisor's Signature)　　　(Date)	_____ (Supervisor's Signature)　　　(Date)

*Professional Growth Plan Stages:
O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation or when an immediate change is required in practice or behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

Date _____   **Work Site** _____

Standard No.	*Present PG Stage:	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Including support personnel)	Appraisal Method and Target Dates
			(Attach more pages if necessary)	

Employee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:	STATUS: Achieved ☐ Revised ☐ Continued ☐
_____ (Evaluatee's Signature) (Date)	_____ (Evaluatee's Signature) (Date)
_____ (Evaluator's Signature) (Date)	_____ (Evaluator's Signature) (Date)

*Professional Growth Plan Stages:
 O/A=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management
R/I=Refinement/Impact

Professional Code of Ethics for Kentucky School Certified Personnel

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)